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ABSTRACT

Both leadership and management play important roles in school administration, but there are problems with the way educational organizations are being both led and managed. A discussion of those problems, along with some possible solutions, are presented in this paper. It opens with an examination of the principal's role and how such persons must combine instructional leadership with managerial skills. To help in combining these demands, a model for the practice of managing an educational organization is presented. The model is based upon the three operational dimensions of management, and it outlines the administrator's role regarding all the tasks and functions of management. It is argued that many educational administrators are confused over their role in the organization and are unclear as to what management-related tasks and functions they should be conducting. The confusion results, it is claimed, in an overemphasis on the tasks and functions required of their positions, such as leadership, and an underemphasis on other requisite duties. The model can be used as a checklist for the tasks and functions of management that every administrator should be addressing. The role of reform and restructuring are also discussed. Appended are instructions and a self-assessment instrument for conducting a school-district management audit. (RJM)

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THE ASSESSMENT OF MANAGEMENT POLICIES AND PRACTICES IN SCHOOL DISTRICTS

A PRESENTATION AT:
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Introduction

The report, A Nation At Risk: The Imperative for Educational Reform, produced by the National Commission on Excellence in Education (1983) outlined a number of problems with the educational industry in the United States. In later sections of the report, the Commission recommended a number of actions that could alleviate the problem areas. Recommendation F had a focus on Leadership and Fiscal Support. They stated that "The Commission stresses the distinction between leadership skills involving persuasion, setting goals, and developing community consensus behind them, and managerial and supervisory skills. Although the latter are important, we believe that school boards must consciously develop leadership skills..". The purpose of this article is to discuss the role of leadership and management in an educational organization, to outline some the problems caused by a lack of understanding regarding these, and to propose a framework for use by educational administrators regarding the conduct of leadership and management tasks and functions in an educational organization.

Both leadership and management have important roles in the administration of school districts, but there are problems with the way educational organizations are being both led and managed. This is causing a diversity of additional problems for the organizations. These problems often result in the overall conclusion that educational organizations are inefficient and ineffective. While it is difficult to catalogue all of the problems of leadership and management, there are a number of particular issues which are causing great concern and confusion among both scholars and practicing educational administrators. For example, consider the following issues.

The first concerns the role of the principal. A number of articles have posed the question: Should a principal primarily be an instructional leader or a manager? The confusion over this role stems from a lack of understanding regarding the functions of management and how they correspond to the requirements of the principal's position. Many scholars and administrators advocate that principals should serve as instructional leaders. However, in most school buildings, there are many teachers who have completed four plus years of undergraduate coursework in education and subject related areas. Most

teachers, because of certification requirements, also have Master's degrees in their subject matter area. Very few of these teachers have undertaken any coursework in educational administration and management, and do not have either training or experience in the functions of management. In most cases, only the principal of the building, possibly along with assistant principals, have received any formal training in leadership and management. The principal is likely to be the only person in the building who may have the necessary understanding of the functions of management . More importantly, the principal is the only individual in the building to have both the authority and the time to conduct the functions of management. Most likely, if the principal does not assume the leadership role in the conduct of the necessary management related functions, it is very likely that no one else will. With regard to the role of the principal as an instructional leader, certainly the principal should serve as a facilitator to the instructional process, but the teachers & instructional supervisors should take primary responsibility for the conduct of instruction in the building. The principal should focus on the functions of management that support the instructional process. Leadership is but one of the management functions that an administrator needs to attend to in the day to day operations of the educational organization.

A second issue of concern regarding the tasks and functions of management involves the calls for restructuring and reform in schools, seemingly from all sources except the schools themselves. In the popular press, and in the communities served by the educational organizations, there is a recurrent call for the need for schools to improve, reform or restructure. Most teachers and administrators work hard at what they do, but may be doing the wrong things. In addition, while often there is room for improvement, in many cases, the call for reform or restructuring is inappropriate and unwarranted. As a result, many of the reform efforts ultimately fail (Pogrow, 1996). Again, this problem is due to a lack of understanding and confusion about the basic nature, functions and performance of educational management on the part of the parties calling for educational reform. Specifically, reform and restructuring come after all management processes are fully functional and are being conducted in an efficient and effective manner but

organizational results still do not meet the needs and expectations of the customers of the organization.

Why has this confusion and lack of understanding regarding the nature and functions of management occurred? One possible explanation concerns the nature of the training programs of educational administrators. First, many professors of educational administration have not had experience as a practicing administrator, so they often focus on the theory of leadership and management, with lesser emphasis on the practice of leadership and management tasks and functions. McCarthy and Kuh (1997, page 87) report that only one third of all professors of educational administration have served as a practicing school administrator. Second, an examination of the texts used by many professional development programs in educational administration shows that the main focus is on leadership and organizational studies. For every chapter on the primary management functions of planning and control, there are five or six on leadership and organizational analysis. When many prospective administrators are trained, they read these texts, and get the impression that leadership and organizational studies are the most important issues in becoming an effective administrator. This is reinforced by the theory and research based instruction given in many classes. Like anyone else, administrators practice what they have learned and with which they are the most comfortable. Thus, it is obvious why most principals say that they need to be instructional leaders. That is what they have been trained to do. They are uncomfortable in performing many of the other functions of management because they have not been trained in them and they have little experience in their conduct. The noted deficiencies in the evaluation/control function, the lack of standards and evaluations processes in school operations, is a prime example.

The next section of this article presents a discussion of the basic functions of management, and how an understanding and correct application of these management functions could help alleviate many of the problems that beset the educational community.

AN OPERATIONAL MODEL FOR THE PRACTICE OF MANAGEMENT

Cameron and Whetton (1983) stated that "There cannot be one universal model of organizational effectiveness", primarily because there is not one universal model for

organizations. They assert that assessment of an organization is important because, like Deming believes (1982), "assessment precedes understanding". Without the conduct of an organizational assessment, you cannot pinpoint problem areas. Without a firm understanding of the problem areas, you cannot begin the search for solutions. They proposed a model framework for organizational assessment with seven questions that should be answered in every instance. Their model of organizational assessment was further refined by Szilagyi (1988). He forwarded a model of managerial performance that included five elements:

1. managerial performance must be evaluated using multiple criteria,
2. the level of analysis ranges from individual to societal,
3. the focus of analysis should concern the maintenance, improvement, and development goals of the organization,
4. time frames should range from short-term to very long-term, and
5. measurements should include both quantitative/objective and qualitative/subjective measures.

The administrator's job is to integrate all of the functions of management, with a focus on performance. If the focus is on performance, then all of the elements of assessing managerial performance as outlined above should be addressed. According to classical management theory, there are four primary management tasks and functions: planning, organizing, leading and controlling (Fayol, 1949). These functions are often further divided into subfunctions, including planning, organizing, staffing, directing, coordinating, reporting and budgeting (Gulick and Urwick, 1937). Many other authors have proposed variations of these basic models of management.

If practicing administrators were asked if they perform these functions, they would likely reply that they do. To some extent, their answer is accurate. Some management tasks are performed very well, while some tasks are unperformed. Some management tasks and functional areas may be ignored entirely. This imbalance results in problem areas that go undetected and often leads to faulty decision making. This leads to poor

organizational performance. While the amount of time and effort that needs to be spent on all of the management tasks necessarily varies according to the situational context, it is important that all management tasks are attended to periodically, and that these tasks are conducted properly.

It is not sufficient for an administrator just to have a basic understanding of the functions of management. It is also important to understand that all of the functions of management have to be undertaken systematically on a regular basis. For example, it is not enough to undertake the planning function of management only during the budgeting process. There are many planning tasks that are not even considered during budgeting because there are multiple dimensions of all the management functions.

Dembowski, et. al. (1996) believe that all of the functions of management have three operational or performance related dimensions. These performance dimensions are related to the goals of the organization: maintenance, improvement, and development. The Appendix (See Appendix A.) to this article more fully describes these goal-oriented management dimensions, and provides a Self-Assessment Instrument that may be used by administrators to conduct a managerial audit.

I. **Maintenance Management** - the establishment and maintenance of the mission statement, goals, standing plans, policy, rules, regulations, procedures/ processes, budgets and programmatic plans required for the effective day to day operation of the programs of the organization.

II. **Improvement Management** - the development and implementation of plans and procedures for the assessment of operational effectiveness of all maintenance management functions, including standing plans, policies , procedures and programs. Based upon this assessment, improvement processes are initiated as needed.

III. **Development Management** - the establishment and implementation of a planning & development process designed to move the organization into the future. Organizations must change in order to adapt to the changing environment. A vision of success must be developed that will move the organization into the future. All tasks, functions and programs of the organization must be adapted to this new vision.

All of the tasks and functions of management must operate concurrently in all three of these performance related dimensions in order for the organization to be efficient and effective. While administrators must use their professional judgment to adjust the priority of the operational dimensions based on upon the organizational context, the proper order for the implementation of these dimensions is as follows. The organization must establish all of the planning and operational aspects, and maintain them on a day to day basis. Next, all aspects of management must be assessed in an evaluation phase to determine the extent to which they are operating efficiently. Once the organization is running efficiently, it needs to be determined in a remedial phase whether the organization is meeting the needs of its customers and is effective. Finally, once all of the above is accomplished, the organization needs to begin a strategic planning phase to determine how to move into the future, and meet its future customers' needs and expectations. Until the maintenance and improvement dimensions of management are conducted and are operating well, it is premature to begin to consider what the organization must do to move into the future. Accordingly, until the maintenance dimension of management has been conducted, and an organizational self assessment has been conducted in the improvement dimension of management, reform and restructuring efforts are unwarranted, and if undertaken, will likely result in even greater confusion and inefficiencies in the organization.

Administrators need an outline of the tasks and functions of management that occur in each of the three dimensions of management. (See, for example, Dembowski, et. al., 1996, and Appendix A.). All of the tasks and functions, in all three dimensions of management, needed to be routinely conducted on a regular basis, with the priority order based upon the environmental context. The outline of management tasks and functions have been developed into an assessment instrument for the conduct of a self-audit of managerial performance. Training programs of educational administrators should ensure that all of these components of management are included in the curriculum so that

students are acquainted with the basic terminology, concepts and processes of management.

SUMMARY

This article presents a model for the practice of management in an educational organization that may be used to promote increased efficiency and effectiveness. A comprehensive model of management, based upon the three operational dimensions of management, is presented which outlines what the role of the administrator regarding all of the tasks and functions of management should be. This model of management is needed to aid in solving a number of management related problems facing educational organizations. There is confusion on the part of many educational administrators regarding their role in the organization, and what management related tasks and functions they should be conducting. This confusion, in part, results in over-emphasis of some of the tasks and functions required of their positions, and the under-emphasis or complete lack of other tasks and functions. This model was used as the basis for a "checklist" of the tasks and functions of management that every administrator should be addressing. In addition, based upon this model, the article describes what the role of reform and restructuring should be, and what tasks need to be undertaken before reform or restructuring is considered. If the comprehensive and systematic approach to management proposed in this article were adopted by educational organizations, the possibility of them becoming more efficient and effective would be enhanced.

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APPENDIX A.

THE MANAGEMENT AUDIT

This Appendix presents an audit approach to the application of the model of management presented above that encompasses all of the primary functions and practices of management that a school district administration is responsible for conducting. The Management Audit provides school district administrators with an assessment instrument which allows them to determine the extent to which each of the components of management are being addressed in the district. In the audit, areas of excellence and deficiency are identified and evaluated. Based upon this assessment, the district administrators can take appropriate action. The Management Audit process includes the following steps:

1. The school administration would conduct Assessment Phase I. of the self-assessment in the Management Audit.. They would review all of the management related tasks and functions listed in each section of the instrument, identifying whether they are conducting that task or function at all (if they were not conducting that task, they would respond with a "0"), or if they were doing that task, indicating the extent to which they were doing on the Likert-type scale, with "1" being very little and "5" indicating that they were doing it comprehensively and in a successful manner.
2. Upon completion of Phase I of the audit, the administrators would review the results and take the following steps:

a. make a list of those tasks that were not being performed at all, and develop an action plan for the conduct of those tasks,

b. conduct Phase II of the Management Audit, with a focus on those tasks which were identified as being deficient in Phase I.

Once Phases I. and II. of the Management Audit were completed, the administrators would then conduct Phase III., which aids in the development of an action plan for changing the organization to better meet the needs of its educational community in the future.

Application of the Management Audit

Though courses on management and leadership are easily found at most colleges and universities, and the research is replete with findings of effective strategies, theories of change, analyses of quality standards, most effective leadership styles, and the like, little attention has been focused specifically on the Superintendency and a task analysis of the position. What makes a Superintendent effective? What are the elements of his or her job? What contributes to overall success? What are the critical issues and decisions that need to be considered?

This audit tool provides that documentation in an easily reviewed format, covering all segments of the school district and both the instructional and non-instructional functions. The initial assessment (Phase 1) is a quick, though detailed, review of the essential elements of the Superintendency. It provides a birds-eye view of the components of the entire system for which the superintendent is either directly or indirectly responsible.

The *experienced* administrator will use this tool to " take the pulse", to ensure the he or she has attended to all the necessary tasks. For this administrator, it is a reminder, so to speak, of the areas that should be addressed. It will also be used by the experienced leader as a means of assuring order and balance as various priorities are established and considered, evaluated and re-ordered.

The *inexperienced* administrator or one who is new to a district, can use this initial inventory as a "checklist" to assure that essential tasks are completed. It is a means of both auditing the condition of the district in their various areas as well as focusing the administrators' attention on each element. It can assist in determining an entry plan as well as an overall plan for improvement, particularly if developed collaboratively with others in the district.

Phase II of the Management Audit (The Improvement Dimension of Management) is designed to focus on the deficiencies identified in the Assessment Phase (Phase I). It provides a "map", particularly useful for a less experienced administrator in laying out a process to establish priorities and to assure that they are effectively addressed in appropriate stages. It also forces assessment of the culture of the district in planning for change and determining how to best support those initiatives in an ongoing fashion. It further identifies some of the contributors to successful change and prod the administrator to consider both the internal and external elements in this process.

Phase III (Development) presents a sophisticated construct for framing powerful development activities. Equally useful to both experienced and inexperienced administrators, it provides a framework for establishing activities to address both identified deficiencies as well as new initiatives. It is a "follow up" of the two previous phases, assuring a cohesively structured organization.

This assessment instrument, used appropriately, can help to assure administrators that they are, in fact, addressing the major elements which contribute to overall organizational health in a comprehensive and logical fashion. It brings together, *in one place*, a compendium of tasks which, when taken as units, identify behaviors necessary for successful school district leadership.

THE MANAGEMENT AUDIT:
A SELF-ASSESSMENT OF MANAGEMENT PRACTICES IN SCHOOL DISTRICTS

INTRODUCTION: The following pages contain three sets of self-assessment questions designed to guide school district administrators in their review of management tasks and functions. Phase I. (Maintenance) provides a check list of the major tasks and functions that are recommended for the successful operation of a district. Phase II. (Improvement) provides a checklist and set of guidelines for the improvement of those areas of management found deficient in Phase I. Phase III. (Development) provides a framework for the development of an action plan for preparing the school district to better meet the needs of the future.

DIRECTIONS:

Assessment Phase I. (MAINTENANCE): This phase of the self-assessment contains a listing of the various management tasks and functions that are considered essential for the successful operation of a school district. Review each of the line items, and circle the appropriate response to the right. A "0" response indicates that the district is not performing that tasks at all. If the district is performing that task or function, indicate to what extent you perceive that you are performing the task, with a "1" response meaning that you are performing that task in a minimal and/or ineffective manner and that it needs great improvement. A "5" response indicates that the district is undertaking that task or function in a comprehensive and/or excellent manner, and it does not need further attention except for monitoring. Assume that each line item in the assessment instrument begins with the words "The district has ...".

Assessment Phase II. (IMPROVEMENT): This phase of the self-assessment instrument provides a framework for improving those management tasks and functions found to be deficient in Phase I. The first step in conducting Phase II. is to review the results of Phase I. For those items with a "0" response, indicating that the district is not performing that task at all, the district should develop an action plan for the conduct of that task or function. Once the new task has been conducted for a suitable period of time, it should be evaluated to see the extent to which or how well it is being conducted, and given a "1" to "5" rating as described in Phase I.

For all other items in Phase I., the district administrators should review the self-assessment results to determine which tasks or functions are deficient in their conduct, as identified by a low rating. The district administration should then develop a priority list for the improvement process, perhaps giving higher priority to those items with a "1" rating, and a slightly lower priority to those items with a "2" rating, etc. Once this listing and prioritization process has been conducted, the district should undertake the conduct of the items listed in Phase II. of the self-assessment. These items provide a set of guidelines and action-steps that the district may use in the improvement of the deficient management tasks and functions.

Assessment Phase III. (DEVELOPMENT) This phase of the self-assessment instrument provides a framework for changing the organization from meeting the needs of the present educational community to meeting the needs of the educational community of the future. It provides a checklist of items designed to assess the extent to which the district has appropriate change strategies and other management components that promote successful organizational change. Again, the administrator should review each item, and assess the extent to which the management task or function listed is being conducted by the district. If it is not being conducted, the district administration should take appropriate steps to engage in that practice. If it is being conducted, then the administrator will assess the extent to which the conduct of that item is successful, and take appropriate action.

ASSESSMENT PHASE I

MAINTENANCE:
Those management tasks and functions contributing to the daily operations of the school district.

PLANNING:

1	Establishment and development of standing plans, including, policy, rules and regulation:		
	a.	established board policies?	0 1 2 3 4 5
	b.	established administrative regulations for these policies?	0 1 2 3 4 5
	c.	reviewed your administrative standing plans? (i.e. emergency management plan)	0 1 2 3 4 5
	d.	established administrative procedures and are they in congruence with your policies and regulations? (registration, curriculum development, recruitment, employment, etc.)	0 1 2 3 4 5
	e.	developed a Master Calendar?	0 1 2 3 4 5
	f.	internal and external communications instruments such as newsletters, etc.?	0 1 2 3 4 5
2.	Establishment and development of infrastructure:		
	a.	Development process of the budget	0 1 2 3 4 5
	b.	Facilities five year plan? (facilities & function)	0 1 2 3 4 5
	c.	Technology plan?	0 1 2 3 4 5
	d.	Replacement plan for bus fleet?	0 1 2 3 4 5
	e.	Communications systems (phone, email, FAX)?	0 1 2 3 4 5
	f.	Plan for Replacement of Major equipment?	0 1 2 3 4 5
	g.	Preventive maintenance?	0 1 2 3 4 5
3.	Development and administration of program plans:		
	a.	Instructional mission statement?	0 1 2 3 4 5
	b.	K-12 instructional program articulation?	0 1 2 3 4 5
	c.	Program match assessment strategies?	0 1 2 3 4 5
	d.	Programs match student needs (i.e. remedial, gifted, etc.)?	0 1 2 3 4 5
			0 1 2 3 4 5
4.	Support Service & Administrative Program Plans:		
	a.	Mission statement?	0 1 2 3 4 5
	b.	Coordination & cooperation between levels of administration?	0 1 2 3 4 5

c. Inclusion of administrators in budgetary & other administrative processes? 0 1 2 3 4 5

5. Forecasting & enrollment management:
   a. Enrollment forecasts & trends? 0 1 2 3 4 5
   b. Demographic analysis of factors influencing enrollments? 0 1 2 3 4 5
   c. Management plan of enrollment related effects (facilities, staffing, etc.)? 0 1 2 3 4 5

6. Interaction with the Board of Education:
   a. Systems for superintendent/board of education communications effective ? 0 1 2 3 4 5
   b. Establishment & discussions of the role of the board in district operations? 0 1 2 3 4 5
   c. Board professional development activities? 0 1 2 3 4 5

ORGANIZING:

1. Establishment and development of administrative organizational structures:
   a. Effective job descriptions? 0 1 2 3 4 5
   b. Chain of command (organizational chart?)? 0 1 2 3 4 5
   c. Delegation of authority used? 0 1 2 3 4 5
   d. Shared decision making plan? 0 1 2 3 4 5
   e. Council or cabinet used? 0 1 2 3 4 5

2. Establishment and development of tables of staff organization:
   a. Effective job descriptions? 0 1 2 3 4 5
   b. Assignments & time allocations? 0 1 2 3 4 5
   c. Budgetary allocations & assignments? 0 1 2 3 4 5
   d. Fringe benefits? 0 1 2 3 4 5
   e. Tenure, seniority and certification (legal issues)? 0 1 2 3 4 5

3. Establishment and development of grade level organizational patterns for the delivery of instruction:
   a. Full day kindergarten? 0 1 2 3 4 5
   b. Elementary configuration? 0 1 2 3 4 5
   c. Uniformity of configurations among buildings? 0 1 2 3 4 5
   d. Middle or junior high? 0 1 2 3 4 5
   e. High school grade level patterns and periods per day, etc.? 0 1 2 3 4 5
   f. Scheduling? 0 1 2 3 4 5
   g. Timing of day, year, & vacations? 0 1 2 3 4 5

h. Transitions/articulation for students & management issues? 0 1 2 3 4 5

4. Establishment and development of parent-teacher organizations:
   a. For each level? 0 1 2 3 4 5
   b. Coordination? 0 1 2 3 4 5
   c. Central level committee? 0 1 2 3 4 5
   d. Role in governance (shared decision making)? 0 1 2 3 4 5
   e. Policy & legal issues? 0 1 2 3 4 5

5. Establishment and development of student organizations:
   a. Policy & legal issues? 0 1 2 3 4 5
   b. For each level? 0 1 2 3 4 5
   c. Role in governance? 0 1 2 3 4 5
   d. Advisorship and control? 0 1 2 3 4 5

6. Shared services:
   a. Extent of utilization of BOCES services? 0 1 2 3 4 5
   b. Collaboration with other districts? 0 1 2 3 4 5
   c. Collaboration with social service agencies? 0 1 2 3 4 5
   d. Local business community? 0 1 2 3 4 5
   e. Local & state agencies? 0 1 2 3 4 5
   f. Higher ed. 0 1 2 3 4 5

LEADING:

1. Leadership traits & actions which promote a sense of security and stability - maintenance of the 'status quo' & keeping the organization going:
   a. Are administrators accessible? 0 1 2 3 4 5
   b. Are Administrators trusted? 0 1 2 3 4 5
   c. Supportive? 0 1 2 3 4 5
   d. Consistency of purpose? 0 1 2 3 4 5
   e. Effective Communications? 0 1 2 3 4 5
   f. Effective Role models? 0 1 2 3 4 5
   g. Follow through? 0 1 2 3 4 5

2. Leadership styles and how they impact staff interpersonal relations in a stable organization:
   a. Autocratic where appropriate? 0 1 2 3 4 5
   b. Participatory? 0 1 2 3 4 5
   c. Coaching? 0 1 2 3 4 5
   d. Other? 0 1 2 3 4 5

3. Dealing with internal threats to the organization:
   a. Proactive and anticipatory? 0 1 2 3 4 5
   b. Relations with:
      1. Teachers orgs.? 0 1 2 3 4 5
      2. Support staff? 0 1 2 3 4 5
      3. Administrators? 0 1 2 3 4 5
   c. Maintain open communications? 0 1 2 3 4 5

4. Dealing with external threats to the organization:
   a. Proactive and anticipatory? 0 1 2 3 4 5
   b. Relations with:
      1. Local communities & leadership? 0 1 2 3 4 5
      2. State agencies? 0 1 2 3 4 5
      3. Intermediate school districts? 0 1 2 3 4 5
      4. Special interest groups? 0 1 2 3 4 5

   c. Do you consider the following aspects of your external environment & their effect on your organization:
      1. Political? 0 1 2 3 4 5
      2. Economic? 0 1 2 3 4 5
      3. Social? 0 1 2 3 4 5
      4. Technological? 0 1 2 3 4 5

5. Leadership, legal and collective bargaining agreements:
   a. Contract management issues? 0 1 2 3 4 5
   b. Grievance process? 0 1 2 3 4 5
   c. Labor-management meetings? 0 1 2 3 4 5
   d. Role of school attorney? 0 1 2 3 4 5
   e. Role of front line managers? 0 1 2 3 4 5

6. Interaction with the media as the school's spokesperson:
   a. Public relations:
      1. Responsibility for interacting with media? 0 1 2 3 4 5
      2. Media policy? 0 1 2 3 4 5
      3. Utilization of press releases? 0 1 2 3 4 5
   b. Community relations:
      1. Community use of school facilities? 0 1 2 3 4 5
      2. Planned outreach (key communicators, advisory councils)? 0 1 2 3 4 5
   c. Emergency management plans & crisis response teams:
      1. Annual review of plans? 0 1 2 3 4 5
      2. Systematic communication? 0 1 2 3 4 5
      3. Staff training? 0 1 2 3 4 5

4.	Practice drills with evaluation of effectiveness	0 1 2 3 4 5
7.	Staff Development - planning for routine & systematic training:	
a.	Professional staff?	0 1 2 3 4 5
b.	Support staff?	0 1 2 3 4 5

CONTROLLING:

1.	Development & administration of standards:	
a.	Integration of national & state standards with district standards?	0 1 2 3 4 5
b.	Communication to staff & community?	0 1 2 3 4 5
c.	Monitoring of progress in the achievement of standards?	0 1 2 3 4 5
2.	Administration of program evaluation:	
a.	Maintenance of student data bases (attendance, achievement, grades, census, etc.)?	0 1 2 3 4 5
b.	Administrative data bases (financial, maintenance, transportation)?	0 1 2 3 4 5
c.	Progress reporting process?	0 1 2 3 4 5
d.	Coordination of evaluation and planning processes (accountability)?	0 1 2 3 4 5
3.	Types of controls:	
	Corrective:	
a.	Standardized tests?	0 1 2 3 4 5
b.	CAR & School Report Cards?	0 1 2 3 4 5
c.	State reporting?	0 1 2 3 4 5
d.	Safety inspections?	0 1 2 3 4 5
e.	Program and financial audits?	0 1 2 3 4 5
	Preventive:	
a.	Planned maintenance?	0 1 2 3 4 5
b.	Self assessment & pre-audits?	0 1 2 3 4 5
c.	Management audits?	0 1 2 3 4 5
4.	Automated controls & use of technology?	0 1 2 3 4 5
5.	Budget Administration?	0 1 2 3 4 5

ASSESSMENT PHASE II.

IMPROVEMENT: Management Tasks and Functions Contributing to the Operational Dimension of Improvement - Two component phases:

1.	Development and implementation of those maintenance management tasks and functions found to be lacking in Assessment Phase I.:	0 1 2 3 4 5

a. List areas identified above that are not currently being conducted by the district. 0 1 2 3 4 5

b. Recognizing that all these areas must eventually be developed and implemented, prioritize the list for development 0 1 2 3 4 5

c. Create action plans and time tables for development and implementation for each area identified. 0 1 2 3 4 5

d. After an appropriate period of implementation, assess these new areas for efficiency and effectiveness of operation by conducting phase I again (annual audit). 0 1 2 3 4 5

2. Improvement of areas found to be deficient in the Assessment Phase I. 0 1 2 3 4 5

a. List areas of deficiency, with most deficient areas first 0 1 2 3 4 5

b. Prioritize areas of deficiency for development of action plans 0 1 2 3 4 5

c. Create action plans and time tables for improvement 0 1 2 3 4 5

d. Reassess area effectiveness after an appropriate time period. 0 1 2 3 4 5

Additional Strategies for Improvement:

3. To what extent do you use these strategies for Organizational Improvement ? 0 1 2 3 4 5

a. Planning strategies 0 1 2 3 4 5

1. Systems Approach to Problem Solving & Systems Analysis? 0 1 2 3 4 5

b. Organizing strategies: 0 1 2 3 4 5

1. Modification of administrative organizational structures during expansion and retrenchment? 0 1 2 3 4 5

2. Changing instructional and support staffing patterns in response to levels of funding and emerging needs? 0 1 2 3 4 5

3. Grade level & building reorganization to address demographic and/or educational issues? 0 1 2 3 4 5

4.	Changing student grouping patterns to better meet the instructional needs of students (tracking, cooperative learning, inclusion, etc.)?	0 1 2 3 4 5	
c.	Leading strategies:	0 1 2 3 4 5	
1.	Developing understanding and a base of support for program improvements	0 1 2 3 4 5	
	..Board of Education?	0 1 2 3 4 5	
	..Building management & shared decision making teams?	0 1 2 3 4 5	
2.	Effective techniques for motivating staff in the change process?	0 1 2 3 4 5	
3.	Generating support for new initiatives among community and business leaders (collaboration, partnering)?	0 1 2 3 4 5	
	..special interest groups?	0 1 2 3 4 5	
4.	Identifying and working with the informal leaders in the organization?	0 1 2 3 4 5	
5.	Working with union leadership to implement improvements?	0 1 2 3 4 5	
6.	Change - use of change models & the management of the stages of change?	0 1 2 3 4 5	
7.	Participation in community activities?	0 1 2 3 4 5	

CONTROLLING:

1.	Use of Continuous Improvement techniques & Control Charts?	0 1 2 3 4 5
2.	Use of analytical tools/processes for program assessment?	0 1 2 3 4 5
3.	Performance effectiveness in staff evaluation in improvement processes?	0 1 2 3 4 5
4.	Management audits?	0 1 2 3 4 5

ASSESSMENT PHASE III.

DEVELOPMENT:

Management Tasks and Functions Contributing to the Operational Dimension of Development

Planning:

1.	Do you have a Strategic Planning Process?	0 1 2 3 4 5
2.	Is your process integrated with the maintenance and improvement functions?	0 1 2 3 4 5

a	Have you taken steps to institutionalize strategic planning in your school district?	0 1 2 3 4 5
b	What modifications of your maintenance & improvement related activities have you made to accommodate strategic planning?	0 1 2 3 4 5

Organizing

1	To what extent have you restructured your administrative organizational patterns to achieve development & reform?	0 1 2 3 4 5
2	To what extent have you restructured the use of instructional time (i.e. number of instructional days, structure of yearly calendar, etc.)?	0 1 2 3 4 5
3	To what extent have you restructured the school day to improve the delivery of instruction (i.e. number of hours per days, length of periods, etc.)?	0 1 2 3 4 5
4	To what extent have you restructured grade level or school organizational patterns to address a variety of educational issues (i.e. magnet schools, Ungraded primary schools, etc.)?	0 1 2 3 4 5
5	To what extent have you restructured schools to accommodate empowerment and shared decision-making initiatives?	0 1 2 3 4 5

Leading

1	To what extent have you established and fostered an school environment which encourages risk taking behavior?	0 1 2 3 4 5
2	To what extent have you created an environment that values and rewards team building, group process, delegation and shared decision-making?	0 1 2 3 4 5
3	To what extent have you developed and rewarded creative planning and problem solving among the administrative, instructional and support staff?	0 1 2 3 4 5
4	To what extent have you worked with community and business leaders to create support for school-based reform efforts? (i.e. interagency collaboration)?	0 1 2 3 4 5

Controlling

1	To what extent have you used TQM & Shewhart PDSA Cycle techniques?	0 1 2 3 4 5
2	To what extent have you monitored your strategic planning & implementation processes?	0 1 2 3 4 5
3	How have you communicated them?	0 1 2 3 4 5